






Review in Progress Pending Amalgamation into Single Equality Scheme (Autumn 2009)

Christ The King Sixth Form College Equal Opportunities Policy

Mission Statement

We are a Catholic College dedicated to the education and development of the whole person, so that all students can realise their full potential.

To achieve this as a community we will:

-  Provide the highest standards of teaching and learning.
-  Expect students to show commitment to their studies and the Christian values of the College.
-  Provide equality of opportunity, with mutual respect and positive encouragement.
-  Build and further develop a partnership with parents, schools, parishes, higher education and the local community.
-  Value staff and support their professional development.

In doing this we will reflect Christ's teaching in the life and work of the whole College.

1 Introduction

- 1.1 Christ the King Sixth Form College is committed to equality of opportunity and this aim is implicit in the Catholic ethos of the College and made explicit in the College Mission Statement.
- 1.2 The College affirms the unique value of each member of our community and recognises their individual dignity. We also recognise the diversity of the community to which we belong and the responsibility this imposes on us. We expect these values to be upheld and promoted by all members of the College.

2 Ethos

- 2.1 The College will seek to express its ethos – based on Catholic values – and create a welcoming and secure environment.
- 2.2 College displays, publicity and social and educational events will reflect the varied interests and cultures of both students and staff.

- 2.3 The College seeks to support students in their educational ambitions. This will include providing every student with a personal tutor and the opportunity for careers guidance.
- 2.4 Appropriate support will be offered to students with particular learning difficulties, physical disabilities or special needs to maximise their educational opportunities at the College.
- 2.5 Students for whom English is not their first language will be provided with the additional support required to fully access the curriculum.
- 2.6 In line with the mission of the College, students who are experiencing difficulties in either their work or personal lives will be offered or directed to appropriate support. This will include the support service provided by the College Chaplaincy Team.

3 Marketing, Recruitment and Admissions

- 3.1 The College will make comprehensive information available to interested parties. This will include:

- The College prospectus and course information booklet.
- Examination results.
- College Charter.

This information will allow potential students to make informed choices about their future.

- 3.2 Where appropriate, the College will include a statement in support of equal opportunities on all publicity materials.
- 3.3 The College will make its application and selections procedure clear and responsive to individual needs.
- 3.4 The College will regularly review the access of students to its courses, in particular: selection and entry criteria, the administrative system and response times.
- 3.5 The College will ensure that the recruitment, selection and promotion of staff is undertaken in accordance with the principles of equal opportunity

4 Curriculum

- 4.1 The College will ensure that the curriculum is consistent with the ethos and mission of the College.
- 4.2 The College will provide and maintain a curriculum which supports inclusive learning and through which the diverse needs of individual students can be met.

This will be achieved by:

- Regular monitoring of the content and range of the courses offered.
 - The delivery of effective and relevant tutorial, general RE and key skills programmes.
 - Where appropriate, satisfying students' preferred learning styles.
- 4.3 The College will help students achieve their potential by offering appropriate support:
- To provide a learning experience which includes opportunities for independent learning, tutorials and the chance to take part in cross-College sport.
 - Creating individual student timetables.
 - To accredit prior learning and qualifications where appropriate;
 - To establish clear progression routes within the College and to higher education, further training or employment.
 - To positively encourage students to consider places in higher education, - - particularly those from racial or social groups which are under represented in higher education.
 - Providing work experience opportunities where appropriate.

5 Staff Development

- 5.1 The College will provide a staff and professional development programme which enables it to deliver its mission and will evaluate this programme with reference to the Equal Opportunities Policy. In particular, it will promote guidance and training in equal opportunities issues and encourage staff to attend courses concerned with the delivery and promotion of equality of opportunities.

6 Promotion of Equal Opportunities

6.1 The College's commitment to the elimination of unlawful discrimination and to the promotion of equal opportunities shall be evidenced in ways that is not limited to, but which will include:

- **Race Equality:** the fostering of good relations between people from different racial groups via teaching materials that provide positive messages, visual images around the College reflecting the diversity of our community and the uniqueness of individuals, a teaching and learning programme that offers opportunities for students from different racial backgrounds to work together, and through the work of the Chaplaincy Team within the College.

The publication and monitoring of a College Race Equality Policy will also provide a vehicle through which equal opportunities can be addressed.

- **Disabled Access:** regularly reviewing the means by which people with physical disabilities are able to enter and move around the building, installing ramps or other facilities where practical and appropriate, and arranging timetables so as to minimise the need for disabled students to change locations throughout the day.
- **Internal and external channels of communication:** providing appropriate opportunities for students and staff from all areas of the College to contribute to meetings and consultation arrangements that are of relevance to them. Also, the maintenance of regular and close contact between the College, parents, governors, parishes, partner schools and the Diocese.

7 Monitoring and Implementation

7.1 The implementation of our Equal Opportunities Policy requires the involvement of all members of the College.

7.2 In implementing and extending equal opportunity, the College will build upon existing good practice. Our Equal Opportunities Policy will inform the College Strategic Plan and all departmental plans. It will be embedded in the implementation and evaluation of all our policies and systems of monitoring and review.

7.3 A record will be kept of all reported breaches of the Equal Opportunities Policy. The record will be maintained by the senior manager with responsibility for equal opportunities in the College, and, subject to requirements of confidentiality, all reported breaches of the Policy will be investigated in line with the College Complaints Procedure.

- 7.4 The nature of all reported breaches of the Equal Opportunities Policy will be analysed and reported to the Senior Management Team and to the Governing Body on an annual basis.
- 7.5 Within the provisions of the Data Protection Act 1998, monitoring of student applications, enrolments, non-enrolments, results, destinations, withdrawals, exclusions and take-up of support services (including financial assistance) by racial group, gender, English as an additional language (EAL), disability and post code will take place on an annual basis.
- 7.6 Monitoring information will be used to inform Course and Service Reviews, where appropriate, and will be used as part of the College's quality assurance system to ensure that any discrimination or disadvantage is identified and appropriate action taken to eliminate it.

It will also be used to identify and target areas where additional support or action may be required.

- 7.7 The monitoring of the recruitment, promotion and training of staff by racial group, gender and disability will take place on an annual basis.
- 7.8 Staffing information obtained will be used to identify any discriminatory practice and action taken to eliminate it.
- 7.9 The Governing Body of the College has overall responsibility for overseeing the implementation of the Policy.

8 Links with other policies and procedures

The Equal Opportunities Policy should be read in conjunction with other College policies and procedures including:

- Staff Code of Conduct;
- Student Code of Conduct;
- Appeals Procedure;
- Complaints Procedure;
- Charging Policy;
- Exclusion Policy;
- Health and Safety Policy;
- Marketing Policy;
- Tutorial Policy;
- Race Equality Policy

9 **Conclusion**

- 9.1 Christ the King Sixth Form College is committed to meeting both the needs of all students and the professional development of staff.
- 9.2 Christ the King College recognises the cultural diversity within our community and regards this as an enrichment to the life of the College.
- 9.3 The College recognises the extraordinary contribution that is made to its unique and special ethos by those who are Catholic and those who are not.
- 9.4 The College will pursue the development and promotion of equal opportunities as outlined in the sections above. Moreover, the College recognises that pressures on resourcing and changing circumstances will lead to a need for even greater commitment to equal opportunities and will make best endeavours to achieve the desired outcomes which have been highlighted in this document.

Christ The King Sixth Form College






Equal Opportunities Policy

Appendix 1: Race Equality Policy

Mission Statement

We are a Catholic College dedicated to the education and development of the whole person, so that all students can realise their full potential.

To achieve this as a community we will:

-  Provide the highest standards of teaching and learning.
-  Expect students to show commitment to their studies and the Christian values of the College.
-  Provide equality of opportunity, with mutual respect and positive encouragement.
-  Build and further develop a partnership with parents, schools, parishes, higher education and the local community.
-  Value staff and support their professional development.

In doing this we will reflect Christ's teaching in the life and work of the whole College.

1 Introduction

- 1.1 Christ the King Sixth Form College is committed to equality of opportunity – including race equality – and this is implicit in the Catholic ethos of the College and made explicit in the College Mission Statement.
- 1.2 The College recognises and welcomes the legal duties contained in the Race Relations (Amendment) Act 2000 as it applies to this institution.
- 1.3 The College affirms the unique value of the each member of our community and recognises their individual dignity. We also celebrate the diversity of our community and accept the responsibility this places on us. We expect these values to be upheld and promoted by all members of the College.

- 1.4 We are opposed to all forms of racism, including those forms directed against individuals or groups on the grounds of their colour, racial group, ethnicity, cultural or national origin, or status as refugees or asylum seekers. We will ensure that individuals from all racial backgrounds have equal access to our learning programmes, facilities, staff recruitment, selection and access to training and development and opportunity.
- 1.5 In order to give effect to our commitment to race equality, we will take all steps necessary to:
- (a) Promote equality of opportunity.
 - (b) Promote good relations between people from different racial groups.
 - (c) Eliminate all forms of racial discrimination

2 **Statutory Duties**

- 2.1 The College is subject to the Race Relations Act 1976 (as amended by the Race Relations (Amendment) Act 2000). Under this Act the College has a number of duties as follows:

General duties which include:

- (a) Eliminating unlawful race discrimination.
- (b) Promoting equality of opportunity.
- (c) Promoting good relations between people from different racial groups.

- 2.2 Specific duties which include:

- (a) Preparing a written statement of its policy for promoting race equality.
- (b) Putting in place arrangements for implementing the policy.
- (c) Publishing the contents of the policy and the plan for monitoring its effectiveness (which is attached).
- (d) Assessing the impact of its policies on groups.
- (e) Monitoring by reference to those racial groups, the admission and progress of students and recruitment and career progress of staff.

2.3 The College seeks to meet these duties by aiming to ensure that:

- (a) Governors, staff, students and employers (including work placement providers) are aware of our race equality policy and the action needed for its implementation.
- (b) Staff, students and employers (including work place providers) are aware of the value placed upon equal opportunity and that action will be taken in the event of any breach of the policy.
- (c) Governors and staff have access to comprehensive information, as outlined in this policy, which assists them to plan, implement and monitor actions whilst carrying out their responsibilities.
- (d) Publicity materials present appropriate and positive messages about minority ethnic groups.
- (e) Schemes of work, lesson content and teaching resources demonstrate sensitivity to issues of cultural diversity.
- (f) Learner support and facilities will be sensitive to issues of cultural and diversity.

3 **Consultation**

3.1 In preparing this policy, a number of individuals and organisations both internally and externally have been consulted, including:

- (a) Student Council representatives.
- (b) College Joint Consultative Committee.
- (c) Staff and students.
- (d) Management representatives.
- (e) Governors.
- (f) LSC Race Equality Consultant.

4 **Division of Responsibilities**

4.1 **Governors are responsible for ensuring that:**

- (a) The College's Three Year Development Plan includes a commitment to equality of opportunity.
- (b) Equal Opportunities training features as part of the College's Three Year Development Plan.
- (c) They are aware of the Corporation's statutory responsibilities in relation to race legislation as an employer and service provider.
- (d) They receive and respond to the racial group monitoring information on students and staff.

4.2 **Senior Management Team are responsible for ensuring that:**

- (a) There is a positive and inclusive ethos in the College.
- (b) They are aware of the College's statutory duties in relation to race legislation.
- (c) All aspects of College policy and activity are sensitive to racial issues.
- (d) Racial group monitoring information is collected and analysed.

4.3 **All Staff are responsible for ensuring that:**

- (a) They are aware of the College's statutory duties in relation to race legislation.
- (b) Their schemes of work, lesson content and teaching resources demonstrate sensitivity to issues of cultural diversity.
- (c) They challenge inappropriate behaviour, language or comments regarding race - whether by students, staff or visitors.

4.4 **Students are responsible for ensuring that:**

- (a) They work within the guidelines set out in the Student Code of Conduct, Equal Opportunities Policy and Procedures including the Race Equality Policy.

4.5 **Work placement/work shadowing providers are responsible for ensuring that:**

- (a) They are aware of Christ The King's commitment to equal opportunities and will implement the College Equal Opportunities Policy (along side their own Equal Opportunities Policy) in relation to our students.

5 **Implementation of the Policy**

- 5.1 The implementation of the Race Equality Policy requires the involvement of all members of the College.
- 5.2 In implementing and promoting race equality, the College will build upon existing good practice. The Equal Opportunities Policy will inform the College Strategic Plan and all departmental plans. It will be embedded in the implementation and evaluation of all our policies and systems of review.
- 5.3 The policy is communicated to students via the student diary, during induction and through the student intranet.
- 5.4 The policy is communicated to staff via the staff handbook, staff induction, staff development and the staff intranet.

6 **Monitoring of Information**

- 6.1 In relation to ethnicity, the College will collect and analyse information in order to establish equality and diversity impact measures (EDIMs).
- 6.2 **For staff this will include:**
 - (a) Ethnicity profiles of employees by grade and type of work.
 - (b) Job application.
 - (c) Selection success.
 - (d) Staff leavers.
 - (e) Disciplinary and inefficiency proceedings.
 - (f) Grievances/complaints.

6.3 For students, this will include:

- (a) Ethnicity profiles of students.
- (b) Applications and offers.
- (c) Punctuality and attendance rates.
- (d) Retention rates.
- (e) Achievement rates
- (f) Withdrawals.
- (g) Progression/Destinations.
- (h) Disciplinary action.
- (i) Complaints.
- (j) Satisfaction surveys.

6.4 Monitoring information will be used to inform course and service reviews, where appropriate. It will be used as part of the College's quality assurance system to ensure that any discrimination or disadvantage is identified, and action taken to eliminate it.

6.5 It will also be used to establish EDIMS.

6.6 Overall responsibility for overseeing the implementation of the Policy rests with the Governing Body.

7 Alleged breaches of the Policy/Racist Incidents

7.1 Alleged breaches of the policy and/or racist incidents will be dealt with in accordance with the Staff or Student Disciplinary procedures, as appropriate for the situation.

7.2 In addition, alleged breaches of the policy and/or racist incidents should be reported in confidence to the Associate Principal in his/her capacity as senior manager with responsibility for equal opportunities within the College. The Associate Principal will keep a central written record of such reports and, in line with the Complaints Procedure, will initiate an investigation of the matter, as appropriate.

7.3 The outcome of investigations relating to alleged breaches of this policy/racist incidents will be notified to the individual parties concerned, as well as to the Principal and Vice Principal. Any further action that needs to be taken will take place in line with the Staff or Student Disciplinary procedures, as appropriate.

- 7.4 An analysis of all recorded breaches/racist incidents will be carried out on an annual basis, along with details of the outcomes from associated investigations. These will be reported to the Senior Management Team and to the Governing Body.

8 **Publication**

- 8.1 The College will publish the Equal Opportunities Policy. Monitoring information will be available as follows:

8.2 **The Public Domain**

- (a) The College's commitment to racial equality is highlighted on the College's website, in the prospectus, other publicity material, strategic plan, and its Three Year Development Plan.

8.3 **Staff**

- (a) Staff receive a full copy of the policy as part of the staff handbook and from the staff intranet.
- (b) Attend the staff induction programme which highlights the College's commitment to equal opportunities, including race equality and procedures for reporting an alleged breach.
- (c) Monitoring information will be communicated to staff via meetings and annual review processes.

8.4 **Students**

- (a) Students receive a summary of the policy in the Student Dairy.
- (b) Attend induction sessions which will highlight the College's commitment to equal opportunities including racial equality and procedures for reporting an alleged breach.
- (c) Personal Tutors reinforce information during tutorial.
- (d) Monitoring information as appropriate will be communicated to students via the Student Council.

9 **Review of the Policy and Procedure**

- 9.1 The operation of this policy will be reviewed annually by the Associate Principal, Senior Management Team, within departments and by the Student Council to ensure its continued effectiveness.

10 **Relationship to other College Policies**

- 10.1 Christ The King Sixth Form College's Race Equality Policy has been developed within the context of our Catholic Mission and Equal Opportunities Policy.

The actions and processes outlined in the Equal Opportunities Policy that will be undertaken to give effect to equality of opportunity at Christ The King College also apply directly to this Race Equality Policy.

- 10.2 The actions and processes outlined in the Equal Opportunities Policy that will be undertaken to give effect to equality of opportunity at Christ The King College also apply directly to the Race Equality Policy.
- 10.3 It is through the implementation of such actions, other qualitative processes a in the context of its Catholic Mission that the College will seek to promote race equality.

Christ The King Sixth Form College

Equal Opportunities Policy

Appendix 2: Disability Policy Statement

Mission Statement

We are a Catholic College dedicated to the education and development of the whole person, so that all students can realise their full potential.

To achieve this as a community we will:

- ✚ Provide the highest standards of teaching and learning.
- ✚ Expect students to show commitment to their studies and the Christian values of the College.
- ✚ Provide equality of opportunity, with mutual respect and positive encouragement.
- ✚ Build and further develop a partnership with parents, schools, parishes, higher education and the local community.
- ✚ Value staff and support their professional development.

In doing this we will reflect Christ's teaching in the life and work of the whole College.

1 Introduction

- 1.1 Christ the King Sixth Form College is committed to equality of opportunity in relation to all students, staff and visitors – and this is implicit in the Catholic ethos of the College and made explicit in the College Mission Statement.
- 1.2 The College is opposed to all forms of discrimination aimed at people with disabilities or learning difficulties/needs, and we welcome the legal duties contained in the Disability Discrimination Act 1995 and the Special Educational Needs and Disability Act 2001 as they apply to this institution.

- 1.3 The College affirms the unique value of each member of our community and recognises their individual dignity. We also celebrate the diversity of our community and accept the responsibility this places on us. We expect these values to be upheld and promoted by all members of the College.

2 **Ethos**

- 2.1 The College will seek to express its ethos – based on Catholic values – and create a welcoming and secure environment.
- 2.2 The College seeks to support all students in their educational ambitions. This includes making all reasonable adjustments to ensure that the individual needs of students, staff and visitors can be met wherever possible.
- 2.3 The ethos of the College will also be expressed through displays, publicity, social and educational events – and these will reflect and include the diversity of both students and staff.

3 **Marketing, Recruitment and Admissions**

- 3.1 The College will make comprehensive information available to all interested parties. This will include:
- The College Prospectus and course information booklet.
 - Examination results.
 - The College Charter.

This information will allow potential students to make informed choices about their future, and can be made available in large print, braille and audio cassette formats upon request.

- 3.2 The College prospectus and Charter contain a statement confirming the College commitment to compliance with the provisions of the Disability Discrimination Act.
- 3.3 The College admissions procedure consists of enquiry, application, interview and enrolment. The College recognises that students and/or their parents may wish to discuss or disclose a disability or specific learning need at any stage during this process. However, the following formal opportunities to do so will also be provided:
- A specific section of the Application form is devoted to outlining any particular learning needs.
 - Where a student is called for interview, all staff conducting interviews will specifically invite applicants to discuss their learning needs.
 - At enrolment, the documentation to be completed by all students contains a section facilitating the disclosure of disabilities/specific learning needs.

- 3.4 At interview and enrolment sessions for students, the SCM for Additional Learning Support or his/her representative will be available to discuss individual needs/requirements with potential students and their parents.
- 3.5 Additionally, the College also recognises that disclosure of individual needs may also occur on other occasions, and offers all potential students and their parents the opportunity to make an appointment to speak to the SCM for Additional Learning Support or his/her representative at a mutually convenient time.

4 **Statement of Educational Need**

- 4.1 The College welcomes applications from all potential students including those who have a formal statement of their educational needs. The College will take all reasonable steps to ensure that the individual needs of students with such statements are met.
- 4.2 Where students have a formal statement of their educational needs, the College will request that a copy is brought to interview and enrolment so that all reasonable adjustments can be put in place for the students concerned, where appropriate.

5 **Access to Buildings**

- 5.1 The College aims to ensure that students, staff and visitors with disabilities have access to its buildings. However, it is recognised that the age and current design of the buildings do not facilitate full disabled access at present.
- 5.2 The College is continually investing in improving and upgrading its facilities for students, staff and visitors with a physical disability. In December 2003 the College undertook an access audit in order to identify reasonable adjustments to premises where people with disabilities might otherwise be substantially disadvantaged
- 5.3 Subsequent to the access audit recommendations, the College has now implemented a schedule of works based upon not only refurbishments of existing buildings but also a planned removal of existing barriers to access where they put people with physical disability at a disadvantage.
 - 5.3.1 A lift is being installed in each of the North and South buildings. They will provide access to all floors thus making the entire College accessible to people using wheelchairs.
 - 5.3.2 Additional ramps and automatic doors are being installed to facilitate movement throughout the College.
 - 5.3.3 Improved signage is also planned to increase accessibility for all students.

- 5.4 The College currently has ramped access to the main reception area and full disabled access to the South Building entrance. A chair lift in the South Building provides access to the Chapel, Chaplaincy, Learning Resources Centre, Café Trois and a limited number of classrooms. The new sports hall incorporates a wheelchair lift and is fully DDA compliant. There are also toilets specifically built for disabled use throughout the College.
- 5.5 Where a student has particular access needs, most lessons not requiring specialist equipment can be timetabled into classrooms which have full disabled access.
- 5.6 It is the intention of the College that it would have anticipated the requirements of students with disabilities and other users of the College with disabilities and provided reasonable adjustments in order to make the College as accessible as possible in compliance with the DDA 1995 and the Special Education Needs and Disability Act 2001.

6 Access to the Curriculum

- 6.1 The College will ensure that the curriculum is consistent with the ethos and mission of the College.
- 6.2 The College will provide and maintain a curriculum which supports inclusive learning and through which the diverse needs of individual students can be met. This will be achieved by:
- Regular monitoring of the content, range, delivery and physical location of courses offered.
 - The provision of effective, relevant tutorial and general RE programmes, as well as opportunities for the development of students' skills.
- 6.3 The College will support and encourage access to the curriculum through a range of measures including:
- The provision of one-to-one support, where appropriate.
 - In-class support for students, where this is recommended by the SCM for Additional Learning Support/Additional Learning Needs Co-ordinator.
 - Group support, where the relevant Head of Department and Learning Support Co-ordinator believe this to be required.
 - The targeted use of a Learning Support Assistant for individual students, where appropriate.

- The production of learning materials in different formats, where this is required.
- The availability of support-based software, including voice recognition software
- The provision of adapted or specialist equipment required by students with a disability/learning difficulty for access to teaching and learning.

7 **Identifying students needs**

- 7.1 The College will use information obtained from potential students and their parents via the enquiry, application, and interview and enrolment process in order to help identify students' individual needs. Use will also be made of information contained in school references and any accompanying documentation. However, all information relating to disability and/or individual learning needs will be treated as confidential – and will only be shared if permission to do so is given by the student/s or parents concerned.
- 7.2 All students undertaking level 1 or level 2 courses as their main programme of study at the College will undertake an initial assessment test as part of their induction. The results of this test will be used to identify the individual learning needs of each student and will inform plans for additional support, where required
- 7.3 In addition to the processes outlined above, the College also operates a staff referral and self-referral system for students with individual support needs. Any member of the College teaching staff may refer students to the SCM for Additional Learning Support for an assessment of needs – including for dyslexia. Students may also refer themselves for such assessments by contacting the SCM for Additional Learning Support or their personal tutor.
- 7.4 Support Assistants will endeavour to identify student needs in relation to social skills and peer relationships. Where necessary they will work with students to encourage social contact with the wider college community, engaging the support of the Student Council as appropriate.

8 Examinations

- 8.1 The College complies with the regulations and guidance issued by the Joint Council for General Qualifications in relation to the conduct of examinations for students with specific requirements. These regulations authorise the College to provide any necessary additional support for the conduct of public examinations.
- 8.2 Any support provided by the College in relation to public examinations may also be provided for internally arranged examinations. Such support may include, where appropriate:
- Additional time in examinations.
 - The use of specialist equipment such as a laptop computer.
 - The use of a reader, interpreter or scribe.
 - Large print format for examination papers
 - An alternative venue for the conduct of the exam.
- 8.3 Where students wish to receive support with examinations, they should inform the College Learning Support Co-ordinator at least one calendar month prior to the examination so that appropriate arrangements can be made. Students and/or their parents will also need to provide all relevant supporting documentation – including medical/education psychologist reports (where appropriate) before any support with examinations can be given.

9 Staff Development

- 9.1 The College will provide a staff and professional development programme which enables it to deliver its mission and will evaluate the programme with reference to disability and individual learning needs of students. In particular, the College will promote guidance and training in disability and equality issues, and encourage the sharing of good practice. The College will also provide staff with opportunities to attend training and/or receive advice regarding specific areas of disability/learning needs which relate to students and potential students at the College.

10 Staff Contacts

- 10.1 The primary contact person for issues relating to disability and student Learning Support needs is the SCM for Additional Learning Support (ALS), Mrs Elizabeth Maidment.

Additional key people to contact include:

- Malcolm Lea - Assistant Principal
- Margaret Nunes - Senior Manager, Student Support Services
- Ciaran Burns - Senior Manager, Finance and Estates
- Marie Carver Hughes - Mental Health Project
- Elizabeth Maidment - Additional Learning Needs Manager
- Javier Elderfield, Teresa O'Donnell and Fr Eddie Higgins, College Chaplaincy Team and Patricia Kilgallon, senior Manager for Chaplaincy

11 **Review and Evaluation**

- 11.1 The College Self Assessment process includes a specific question on equality and diversity issues – including disability. All course and service areas are required to consider their performance in this area as part of their Self Assessment review.
- 11.2 Information received via the Self Assessment process will be used to help inform an annual review of the College Disability Statement. The annual review will take place in order to ensure that the Statement accurately reflects the ways in which the College seeks to meet the needs of students with learning difficulties/disabilities.
- 11.3 In November 2006 when the Equal Opportunities Policy is reviewed, this policy will be formally subsumed as one of its appendices. At that time the EDIM Strategy will be utilised to further maintain its effectiveness.

12 **Complaints Procedure**

- 12.1 Complaints regarding the College Disability Statement or any aspect of College services relating to disability/individual learning needs should be made in accordance with the College Complaints Procedure. A copy of the Complaints Procedure can be obtained from Reception.
- 12.2 Formal letters of complaint should be sent to the College, and addressed for the attention of the Principal. Alternatively, in accordance with the provisions of the College Equal Opportunities Policy, an “Alleged Breach of the Equal Opportunities Policy” form can be completed and submitted to the PA to the Principal.
- 12.3 All formal complaints will be thoroughly investigated, and the outcomes communicated to the parties concerned. Any further action to be taken as a result of the complaint will be initiated by the Principal as appropriate.

12.4 An analysis of complaints will be carried out on an annual basis and reported to the Senior Management Team and to the Governing Body.

13 **Distribution of the Disability Statement**

13.1 The College Disability Policy Statement will be distributed to College staff via the Policy Manual.

13.2 The policy and statement will also be included in the Student Handbook for September 2006.

13.3 An electronic version will also be placed on the College intranet.

Christ The King Sixth Form College






Equal Opportunities Policy

Appendix 3: Disability Equality Scheme (DES)

Mission Statement

We are a Catholic College dedicated to the education and development of the whole person, so that all students can realise their full potential.

To achieve this as a community we will:

-  Provide the highest standards of teaching and learning.
-  Expect students to show commitment to their studies and the Christian values of the College.
-  Provide equality of opportunity, with mutual respect and positive encouragement.
-  Build and further develop a partnership with parents, schools, parishes, higher education and the local community.
-  Value staff and support their professional development.

In doing this we will reflect Christ's teaching in the life and work of the whole College.

1 Introduction

- 1.1 Christ The King Sixth Form College is committed to equality of opportunity – including Disability Equality – and this is implicit in the Catholic ethos of the College and made explicit in the College Mission Statement.
- 1.2 The College recognises and welcomes the legal duties contained in The Disability Discrimination Act 2005 which places a duty on all public sector organisations to promote disability equality. A further amendment to the DDA, effective from December 2006 places a General Duty on all public sector bodies to proactively promote equality for disabled people and a Specific Duty to publish and implement a Disability Equality Scheme.

The General Duty requires that a public authority has due regard to do the following:

- (a) Promote equality of opportunity between disabled people and other people.
- (b) Eliminate unlawful discrimination.

- (c) Eliminate disability-related harassment.
 - (d) Promote positive attitudes towards disabled people.
 - (e) Encourage participation by disabled people in public life.
 - (f) Take steps to meet disabled people's disabilities, even if this requires more favourable treatment.
- 1.3 Some of the general duty reinforces the reasonable adjustment duties of the DDA 1995, which Christ The King has recognised and implemented, including:
- (a) Disabled people may be subject to considerate harassment in daily life; this may take many forms, from direct verbal abuse to comments that are intimidating or degrading.
 - (b) While many people have positive attitudes to disabled people, some do not.
 - (c) Disabled people are often inadequately recognised in public life.
 - (d) Equality cannot be achieved simply by treating disabled people and non-disabled people alike.
- 1.4 The College recognises that the focus should be moved away from people's impairments (the medical model of disability) and towards removing the barriers that disabled people face in everyday life. The barriers can be environmental, for example lack of accessible materials or inaccessible buildings; systematic, for example inflexible organisational procedures and practices or attitudinal, for example disabled people being seen as objects of pity or not being of any use.

2 **Review, reporting and publication**

The College will report on the action plan annually, updating the actions necessary, involving disabled people in monitoring the effectiveness of the scheme. An annual report will be published and made available to staff and learners. The College will publish its DES and this information will be available as follows:

2.1 **The public domain**

- (a) The College's commitment to DES will be highlighted on the College's website, in the prospectus, other publicity material, strategic plan, and its Three Year Development Plan.

2.2 Staff

- (a) Staff will receive a full copy of the DES as part of the staff handbook and from the staff intranet.
- (b) At induction staff will be briefed on the College's commitment to equal opportunities including its DES and procedures for reporting an alleged breach.
- (c) Monitoring information will be communicated to staff via meetings and annual review processes.

2.3 Students

- (a) Students will receive a summary of the DES in the Student Dairy.
- (b) They will also attend induction sessions which will highlight the College's commitment to equal opportunities including racial equality and procedures for reporting an alleged breach.
- (c) Personal Tutors reinforce information during tutorial.
- (d) Monitoring information as appropriate will be communicated to students via the Student Council.

2.4 The report on the DES will be made available in alternative formats on request for example on CD and large print. The scheme will be reviewed, every three years.

3 Involvement of people with disabilities

The College has ensured that there has been involvements with disabled people both staff and students in the development of the DES.

- 3.1 Through staff meetings, induction and appraisals all staff have been encouraged to disclose (in confidence if wished) conditions and disabilities which are covered by the DDA. This has resulted in a small number of staff, disclosing that they are covered by the DDA.
- 3.2 Discussion with learners has taken place in a variety of ways including: focus group meeting; individual meetings with ALS Manager, Room 4 U Manager and Associate Principal; and through meetings with personal tutors. Learners with a range of disabilities including visual and hearing impairment, mobility, dyslexia and mental health issues have contributed to discussions.
- 3.3 Feedback from these discussions has informed the action plan and feedback from staff and learners with disabilities will continue during the implementation of the scheme.

4 **Existing information on disabled learners**

All learners and staff are encouraged and given a range of opportunities to disclose a disability or long term health problem. Learners for example can indicate on the application form, at interview, at enrolment and also in tutorials with their personal tutor. In addition, staff are aware of the need to give opportunities throughout their courses for disclosure in confidence, particularly in relation to being aware of any support needed during an emergency evacuation, and before going on any educational visits. Equally staff would be encouraged to disclose a disability on their application form, at interview, during induction, in discussion with their line manager, with the Personnel Manager or another senior manager at the College.

Currently data gathered includes:

- (a) Information on number of learners disclosing a disability.
- (b) The number of learners receiving ALS.
- (c) Satisfaction levels of disabled learners.

The College will also gather data on:

- (a) The number of starts, retention, achievement and success rates of students by disability.
- (b) Retention rates of disabled learner compared with non disabled learners.
- (c) The successful transition of learners with disabilities to higher education, training or employment.
- (d) The number of applications for employment at the College from disabled people.
- (e) The success rate of disabled people gaining employment compared with non disabled learners.
- (f) The promotion success rate of disabled people compared with non disabled staff.
- (g) The retention of disabled staff.

The college is aware that there are some difficulties concerning current data about the numbers of staff who have a disability or long term health problem, For example some staff may have been appointed before this information was asked for while other staff may have chosen not to disclose this information. Positive initiatives such as becoming a recognised 'Positive about Disability' employer will help to identify areas for improvements.

5 Carrying out Impact Assessments

- 5.1 A preliminary evaluation will be undertaken to decide which policies and practices will be looked at first, depending on their relevance to disabled people. A timetable will be drawn up enabling the completion of the impact assessments over the next three years. The impact of new policies will be assessed during their development.
- 5.2 It is recognised that the impact assessments will be more effective if people with disabilities are involved.
- 5.3 Staff and learners will be made ware of the significance of impact assessments and will be invited to become involved in impact assessments

Christ The King Sixth Form College






Equal Opportunities Policy

Appendix 4: Gender Equality Scheme (GES)

Mission Statement

We are a Catholic College dedicated to the education and development of the whole person, so that all students can realise their full potential.

To achieve this as a community we will:



-  Provide the highest standards of teaching and learning.
-  Expect students to show commitment to their studies and the Christian values of the College.
-  Provide equality of opportunity, with mutual respect and positive encouragement.
-  Build and further develop a partnership with parents, schools, parishes, higher education and the local community.
-  Value staff and support their professional development.

In doing this we will reflect Christ's teaching in the life and work of the whole College.



1 **Introduction**

1.2 Christ The King Sixth Form College is committed to equality of opportunity – including Gender Equality – and this is implicit in the Catholic ethos of the College and made explicit in the College Mission Statement.

1.3 The College recognises and welcomes the legal duties contained in Equality Act 2006 which amended the Sexual Discrimination Act (SDA) 1975, and the Equal Pay Act (EPA) 1975. A duty is placed on all public sector organisations to have due regard to:

-  Eliminating unlawful discrimination and harassment
-  Promoting equality of opportunity for men and women

1.4 The key terms are clarified as follows:

-  Unlawful discrimination
-  Unlawful discrimination includes discrimination as defined by the SDA, and discrimination that is unlawful under the Equal Pay Act (EPA) 1970.

In the SDA, unlawful discrimination is defined as:

- ✚ Direct and indirect discrimination on grounds of sex.
- ✚ Discrimination on the grounds of pregnancy and maternity leave.
- ✚ Discrimination on the grounds of gender reassignment.
- ✚ Direct and indirect discrimination against married persons and civil partners
- ✚ Victimisation
- ✚ Harassment and sexual harassment.

In the employment field, the SDA prohibits discrimination in non-contractual pay and benefits, such as discretionary bonuses. Sex discrimination related to contractual pay and benefits is dealt with under the EPA.

The EPA gives an individual a right to the same contractual pay and benefits as a person of the opposite sex in the same employment, or where the source of the pay is the same, where the man and the woman are doing:

- ✚ The same or broadly similar work
- ✚ Work which has been rated as equivalent under an analytical job evaluation study
- ✚ Work that is of equal value (work of equal value is where the work done is different but considered to be of equal value or worth in terms of demands such as effort, skill and decision-making).

Harassment and sexual harassment

'Harassment' is defined as unwanted conduct which takes place simply because someone is a woman or a man, and has the purpose or effect of violating that woman's (or that man's) dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for her (or him). It is conduct on the ground of a person's sex which is not necessarily of a sexual nature. Harassment on the grounds that a person intends to undergo, is undergoing or has undergone gender reassignment is also expressly prohibited.

In line with the specific duties required under the Equality Act 2006, the College will:

- ✚ Produce a Gender Equality Scheme (GES) identifying its gender equality objectives and actions to meet them.
- ✚ Monitor and review progress, reporting annually and reviewing the scheme every three years.
- ✚ Gather information that enables the college to see differences in needs and outcomes for men and women.
- ✚ Consult with employees, trade unions, other stakeholders and students.
- ✚ Consider the need to include objectives to address any identified gender pay gap.
- ✚ Ensure that data collection and analysis, informs further action.

- ✚ Assess the impact of the policies and practices for its impact on gender equality.

2 **Consultation**

Staff have had the opportunity to contribute to the development of the scheme through discussions at staff meetings. Students will be invited to contribute to furthering gender equality at Christ the King through discussion at Student Council meetings.

3 **Reporting and publication**

The College will report on the action plan annually, updating the actions necessary, involving staff and students in monitoring the effectiveness of the scheme. An annual report will be published and made available to staff, students and governors. The College will publish its GES and this information will be available as follows:

3.1 **The public domain**

- ✚ The College's commitment to GES will be highlighted on the College's website, in the prospectus, other publicity material, strategic plan, and its Three Year Development Plan.

3.2 **Staff**

- ✚ Staff will receive a full copy of the GES as part of the staff handbook and from the staff intranet.
- ✚ At induction staff will be briefed on the College's commitment to equal opportunities including its GES and procedures for reporting an alleged breach.
- ✚ Monitoring information will be communicated to staff via meetings and annual review processes.

3.3 **Students**

- ✚ Students will receive a summary of the GES in the Student Dairy.
- ✚ They will also attend induction sessions which will highlight the College's commitment to equal opportunities including racial equality and procedures for reporting an alleged breach.
- ✚ Personal Tutors reinforce information during tutorial.
- ✚ Monitoring information as appropriate will be communicated to students via the Student Council.

- 3.4 The report on the GES will be made available in alternative formats on request for example on CD and large print. The scheme will be reviewed, every three years.

4 Gathering and Analysing Information

The College gathers information on job applicants, staff and students. It is requested of all applicants that they complete a detachable Equal Opportunities monitoring form as part of their application. The College monitors the break down of applicants, interviewees and successful applicants, by gender, age, ethnic background and disability status.

4.1 Student Data

The breakdown by gender for students at the College is as follows:

	Year 1	Year 2
L6 Female	56%	55%
L6 Male	44%	45%
U6 Female	65%	61%
U6 Male	35%	39%
Total Female	60%	58%
Total Male	40%	42%

The College continues to attract more female students than male students but there has been a 2% increase in males studying at the College in the enrolment year 2006-7.

The college also collects retention, achievement and success rates, broken down by gender.

4.2 Staff Data

The College also gathers information about staff broken down by gender, this shows:

	Year 1	Year 2
Female	56%	58%
Male	44%	42%

Figures for applicants, interviewees, successful applicants and current staff, are collated by the Personnel Manager and reported to SMT and Governors on an annual basis.

5 Reviewing the Gender equality Scheme

The College recognises that the equality Scheme has to be a 'living' scheme to be effective and will therefore keep it constantly under review and regularly monitored. The College will seek to ensure that the scheme is reviewed every three years and that the action plan is monitored and reviewed on an annual basis.